



# ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6935 W. Osborn Rd, Phoenix, AZ 85033

## Cartwright Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Jodi Bernhardt  
Schedule : 07:30 AM to 04:00 PM  
Grades : K-5  
Web Address :  
Phone Number : (623) 691-1500  
Fax Number : (623) 691-1520  
E-mail : jbernhardt@mail.cartwright.k12.az.us

### Mission

Davidson School strives to develop each student's highest level of academic performance, self-esteem and sense of responsibility by providing a safe and orderly educational community supported by high expectations of students, staff and parents.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Increase student achievement in Reading, Writing and Mathematics, through the use of state standards and school wide data.
- ü Provide interventions for students who are experiencing difficulty in targeted areas using school wide data.
- ü Provide focused, continuous, job embedded, data based, staff development to support student achievement and develop leadership capacity at the school site.
- ü Families and the community are active partners in the educational process and work together with the school to promote programs and services for all students.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1018  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 37

## Instructional Programs

- ü Focus on Math, Literacy & Accountability
- ü TERC Investigations (Math)
- ü Varied Delivery of Instruction
- ü English Language Learner Education
- ü Responsible Thinking Classroom
- ü On Site Special Education
- ü Technology Instruction
- ü Full Day Kindergarten

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/7/2005
Last Day of School :	6/8/2006

## Shared Responsibilities

## School

Create a friendly and helpful school climate. Communicate frequently about educational programs and progress of students. Provide a safe/orderly campus. Encourage parent involvement. Educate, communicate and implement best practices in education.

## Parents

Parents are expected to support the teachers and learning practices that take place in the classroom. Work in a cooperative manner with school personnel, following policies and procedures. Ensuring punctual and daily attendance is a priority.

## Transportation Policy

Transportation is provided to students with disabilities who require transportation, as indicated in their respective individual education program

## School Honors

## Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Who's Who Among America's Teachers	2002
ü Wells Fargo Grant Recipients	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	175	2329	80010	100	100	99	432	431	447	12	15	10	29	26	18	54	51	53	5	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	89	1172	38935	98	99	99	431	432	447	8	13	9	34	27	19	55	53	55	3	8	17
Male	84	1150	40974	100	100	98	433	430	448	15	17	11	24	25	18	54	49	52	7	9	19
African American	11	87	4201	100	96	99	436	424	430	NA	21	17	18	26	23	82	47	51	NA	6	9
Hispanic	153	2074	34545	99	100	99	431	430	432	13	15	14	29	26	24	53	51	53	5	8	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	446	474	NC	7	4	NC	33	10	NC	40	50	NC	20	36
American Indian/Alaskan Native	--	25	3979	--	100	96	--	420	424	--	20	17	--	40	30	--	32	47	--	8	6
White	NC	128	35142	NC	97	99	NC	450	465	NC	10	5	NC	20	11	NC	51	56	NC	20	28
Students with Disabilities	14	283	10161	82	99	93	423	399	419	14	40	28	43	36	28	36	22	36	7	3	8
Students without Disabilities	161	2046	69849	100	100	100	433	435	451	12	11	7	27	25	17	56	55	56	5	9	19
Limited English Proficient Students	66	964	14013	99	100	97	412	410	413	21	25	24	39	36	34	38	36	39	2	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	134	1802	39029	97	99	98	431	430	432	12	15	14	30	27	25	52	51	52	6	7	9
Non-Economically Disadvantaged	41	527	40981	100	100	100	435	435	462	12	15	6	24	24	13	61	49	54	2	12	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	166	2279	79438	95	98	98	430	427	451	16	20	9	31	32	24	51	44	56	2	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	1157	38775	93	98	99	435	432	457	13	16	7	28	31	22	56	48	58	2	4	13
Male	79	1115	40560	94	97	97	426	422	446	19	23	12	34	33	25	46	40	54	1	3	9
African American	10	87	4178	100	96	98	NA	427	439	NA	20	13	NA	33	29	NA	46	52	NA	1	6
Hispanic	145	2029	34297	94	98	98	429	426	434	17	20	14	31	33	31	51	44	50	1	3	5
Asian/Pacific Islander	NC	15	2063	NC	100	99	NC	436	475	NC	20	3	NC	20	15	NC	60	63	NC	NA	20
American Indian/Alaskan Native	--	25	3940	--	100	95	--	416	429	--	32	14	--	28	36	--	40	47	--	NA	3
White	NC	123	34887	NC	93	98	NC	453	471	NC	12	4	NC	23	15	NC	49	63	NC	16	18
Students with Disabilities	NC	239	9588	NC	84	88	NC	383	416	NC	56	30	NC	28	32	NC	14	34	NC	2	5
Students without Disabilities	160	2040	69850	100	100	100	430	432	456	17	15	7	30	33	23	51	48	59	2	4	12
Limited English Proficient Students	65	931	13856	97	97	96	400	398	407	29	35	27	49	44	43	22	20	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	127	1760	38685	92	96	97	427	426	435	19	20	14	31	33	32	48	44	50	2	3	5
Non-Economically Disadvantaged	39	519	40753	100	100	99	441	432	467	8	18	5	31	30	16	62	46	62	NA	6	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	179	2329	79971	100	100	99	405	397	423	9	14	8	57	51	41	34	35	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	1176	38974	100	100	99	412	409	437	9	10	5	57	46	33	35	43	57	NA	1	4
Male	85	1147	40895	100	100	98	399	384	410	8	17	10	59	57	47	33	26	41	NA	0	2
African American	11	89	4203	100	98	99	426	393	411	NA	12	11	55	55	45	45	31	43	NA	1	2
Hispanic	157	2072	34481	100	100	99	402	396	410	10	14	10	57	51	46	34	35	43	NA	1	1
Asian/Pacific Islander	NC	15	2067	NC	100	99	NC	416	449	NC	NA	4	NC	67	28	NC	33	60	NC	NA	8
American Indian/Alaskan Native	--	25	3995	--	100	96	--	398	409	--	8	10	--	68	47	--	24	42	--	NA	1
White	NC	128	35150	NC	97	99	NC	411	437	NC	8	5	NC	55	35	NC	37	56	NC	1	5
Students with Disabilities	17	288	10258	100	100	94	385	328	377	18	44	23	71	46	51	12	10	25	NA	0	1
Students without Disabilities	162	2041	69713	100	100	100	407	406	429	8	9	5	56	52	39	36	38	52	NA	1	3
Limited English Proficient Students	70	964	13985	100	100	97	377	366	382	16	24	18	64	58	54	20	19	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	137	1805	38994	99	99	98	407	398	409	8	13	10	58	52	47	34	34	41	NA	1	1
Non-Economically Disadvantaged	42	524	40977	100	100	100	399	393	437	12	16	5	52	48	34	36	36	56	NA	0	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	147	2306	80147	100	99	99	461	461	482	11	18	11	31	24	17	48	47	49	10	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	1105	39281	100	99	99	463	462	483	12	17	9	25	24	17	54	48	50	9	11	24
Male	66	1195	40780	100	99	98	459	461	482	9	18	12	39	24	17	41	46	48	11	12	24
African American	NC	81	4249	NC	99	99	NC	446	464	NC	31	17	NC	23	22	NC	40	48	NC	6	13
Hispanic	139	2028	33494	100	99	99	462	460	466	12	18	15	31	25	23	47	47	49	10	11	14
Asian/Pacific Islander	NC	14	2103	NC	100	99	NC	508	515	NC	NA	4	NC	7	8	NC	71	44	NC	21	45
American Indian/Alaskan Native	--	19	4117	--	100	96	--	451	456	--	26	19	--	21	27	--	37	46	--	16	8
White	NC	164	36122	NC	99	99	NC	477	501	NC	12	5	NC	18	10	NC	51	50	NC	20	35
Students with Disabilities	11	319	10295	100	97	92	433	423	443	45	50	33	27	28	26	9	21	33	18	2	8
Students without Disabilities	136	1987	69852	100	100	100	463	467	488	8	12	7	32	23	16	51	51	51	9	13	26
Limited English Proficient Students	62	884	12722	100	97	97	437	436	441	26	31	27	42	34	33	27	32	37	5	2	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	111	1814	38371	99	98	97	459	460	465	13	18	15	31	25	23	46	47	49	11	11	13
Non-Economically Disadvantaged	36	492	41776	100	100	100	467	468	498	6	17	6	33	20	11	56	48	49	6	15	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	147	2296	79686	100	99	98	452	445	470	17	20	11	31	35	24	48	43	57	4	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	1102	39163	100	99	99	460	450	475	14	15	9	28	37	22	52	45	60	6	3	10
Male	66	1188	40438	100	99	97	442	440	465	21	25	13	33	33	25	44	40	54	2	2	7
African American	NC	80	4228	NC	98	98	NC	441	458	NC	21	15	NC	38	28	NC	40	53	NC	1	4
Hispanic	139	2023	33299	100	99	98	452	444	452	17	21	17	30	36	32	48	41	47	4	2	3
Asian/Pacific Islander	NC	14	2097	NC	100	99	NC	477	490	NC	7	5	NC	14	13	NC	71	68	NC	7	14
American Indian/Alaskan Native	--	19	4087	--	100	96	--	439	446	--	26	16	--	26	38	--	47	44	--	NA	2
White	NC	160	35914	NC	97	98	NC	465	489	NC	13	5	NC	24	15	NC	58	67	NC	6	14
Students with Disabilities	11	289	9808	100	88	87	419	410	432	36	51	35	45	33	32	18	16	30	NA	0	3
Students without Disabilities	136	2007	69878	100	100	100	455	450	475	15	16	8	29	35	23	51	46	61	4	2	9
Limited English Proficient Students	62	885	12594	100	97	96	421	416	422	34	39	34	45	47	45	21	14	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	111	1805	38095	99	97	97	450	443	452	18	21	17	31	36	32	47	42	48	5	2	3
Non-Economically Disadvantaged	36	491	41591	100	100	99	459	452	486	14	19	6	31	30	16	53	46	65	3	4	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	145	2331	80372	99	100	99	456	450	475	7	8	4	41	45	30	51	47	64	1	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	1118	39452	98	100	99	465	465	488	5	5	3	34	36	22	59	58	72	1	1	3
Male	66	1207	40836	100	100	98	446	436	464	9	11	6	50	53	37	41	36	56	NA	0	1
African American	NC	82	4264	NC	100	99	NC	447	465	NC	10	5	NC	51	35	NC	39	59	NC	NA	1
Hispanic	137	2051	33608	99	100	99	458	449	462	7	8	6	42	44	36	51	47	57	1	0	1
Asian/Pacific Islander	NC	14	2098	NC	100	99	NC	491	500	NC	NA	2	NC	29	16	NC	64	75	NC	7	7
American Indian/Alaskan Native	--	20	4128	--	100	97	--	445	464	--	15	4	--	45	39	--	40	56	--	NA	1
White	NC	164	36213	NC	99	99	NC	454	489	NC	8	2	NC	49	22	NC	42	72	NC	1	3
Students with Disabilities	11	329	10526	100	100	94	405	397	427	27	26	15	45	58	53	27	15	31	NA	0	1
Students without Disabilities	134	2002	69846	99	100	100	461	458	482	5	5	3	41	42	26	53	52	69	1	0	2
Limited English Proficient Students	60	907	12747	97	100	97	424	419	432	15	15	12	62	62	52	23	23	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	110	1840	38521	98	99	98	453	449	461	8	8	6	44	46	38	47	46	55	1	0	1
Non-Economically Disadvantaged	35	491	41851	100	100	100	468	451	489	3	10	3	34	40	22	63	49	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	146	2249	79306	97	100	99	474	487	504	25	20	13	30	24	20	40	46	49	5	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	1112	38845	99	100	99	478	486	505	21	19	11	32	25	20	39	47	50	7	9	18
Male	74	1134	40383	95	100	98	471	487	504	28	20	14	28	24	19	39	46	47	4	10	19
African American	NC	102	4171	NC	100	98	NC	475	485	NC	29	20	NC	25	26	NC	41	44	NC	5	10
Hispanic	127	1952	32673	97	100	99	474	486	487	26	20	18	32	25	25	35	46	46	6	10	10
Asian/Pacific Islander	NC	13	2147	NC	100	99	NC	524	539	NC	8	5	NC	NA	10	NC	69	46	NC	23	40
American Indian/Alaskan Native	--	21	4034	--	100	97	--	481	479	--	38	22	--	14	29	--	43	43	--	5	7
White	NC	159	36234	NC	100	99	NC	497	523	NC	13	6	NC	21	13	NC	56	52	NC	10	28
Students with Disabilities	11	300	10286	79	100	91	442	447	462	55	51	41	27	31	27	9	17	27	9	1	5
Students without Disabilities	135	1949	69020	99	100	100	477	492	510	22	15	9	30	23	18	42	51	52	5	11	21
Limited English Proficient Students	47	667	10291	94	100	96	453	456	458	38	39	38	45	34	34	17	25	26	NA	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	114	1730	37437	95	98	97	473	485	486	26	20	19	32	24	26	37	46	46	5	9	9
Non-Economically Disadvantaged	32	519	41869	100	100	100	480	493	521	19	17	7	25	24	14	50	46	51	6	12	27

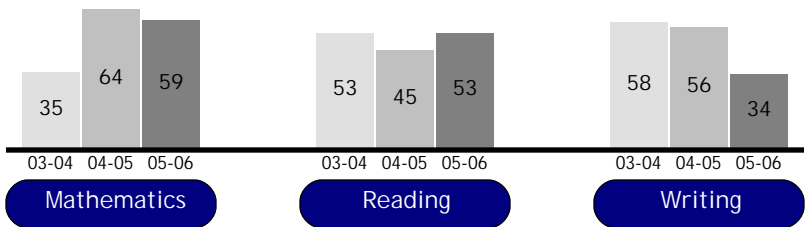
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	147	2221	79000	98	99	98	465	468	489	18	16	10	39	35	24	41	47	58	2	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	1101	38774	100	100	99	470	471	494	17	13	7	38	35	22	42	49	61	4	3	10
Male	75	1118	40150	96	99	98	460	466	485	20	19	12	40	35	25	40	44	55	NA	3	8
African American	NC	101	4153	NC	99	98	NC	467	476	NC	15	13	NC	41	30	NC	43	53	NC	2	4
Hispanic	128	1926	32508	98	99	98	463	467	472	19	16	15	40	36	33	40	46	49	2	2	3
Asian/Pacific Islander	NC	13	2142	NC	100	99	NC	496	510	NC	8	4	NC	15	14	NC	62	67	NC	15	16
American Indian/Alaskan Native	--	21	4016	--	100	96	--	466	467	--	29	14	--	19	37	--	52	46	--	NA	2
White	NC	158	36135	NC	100	98	NC	483	508	NC	13	4	NC	27	14	NC	55	67	NC	6	15
Students with Disabilities	13	273	9991	93	91	88	425	429	449	62	48	33	31	40	36	8	12	29	NA	NA	2
Students without Disabilities	134	1948	69009	99	100	100	469	473	495	14	11	6	40	34	22	44	51	62	2	3	10
Limited English Proficient Students	47	647	10199	94	97	95	435	436	439	38	37	35	53	50	47	9	13	18	NA	0	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	115	1704	37234	96	97	97	464	466	472	18	17	15	42	36	33	38	45	50	2	2	3
Non-Economically Disadvantaged	32	517	41766	100	100	99	469	475	505	19	14	5	28	31	16	50	50	65	3	5	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	150	2258	79611	100	100	99	463	469	496	15	12	7	52	52	37	33	36	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	1115	39016	100	100	99	480	482	511	10	8	4	42	48	29	48	44	66	NA	NA	1
Male	77	1141	40519	99	100	98	448	456	482	19	16	10	61	57	44	19	27	46	NA	0	0
African American	NC	102	4188	NC	100	98	NC	469	486	NC	16	9	NC	42	40	NC	42	50	NC	NA	0
Hispanic	131	1961	32855	100	100	99	461	469	481	15	12	10	52	53	43	33	35	47	NA	0	0
Asian/Pacific Islander	NC	13	2149	NC	100	100	NC	477	519	NC	8	4	NC	46	24	NC	46	70	NC	NA	2
American Indian/Alaskan Native	--	21	3992	--	100	96	--	454	478	--	19	10	--	52	46	--	29	44	--	NA	0
White	NC	159	36380	NC	100	99	NC	475	511	NC	11	4	NC	52	30	NC	37	65	NC	NA	1
Students with Disabilities	15	307	10664	100	100	94	423	418	440	40	32	23	60	58	54	NA	9	22	NA	0	1
Students without Disabilities	135	1951	68947	99	100	100	468	476	504	12	9	4	51	51	34	37	40	61	NA	NA	1
Limited English Proficient Students	48	670	10362	96	100	97	417	422	438	27	28	22	63	61	57	10	11	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	119	1741	37626	99	99	98	464	468	479	14	12	10	52	54	45	34	35	45	NA	0	0
Non-Economically Disadvantaged	31	517	41985	100	100	100	460	472	511	16	13	4	52	48	30	32	39	65	NA	NA	1

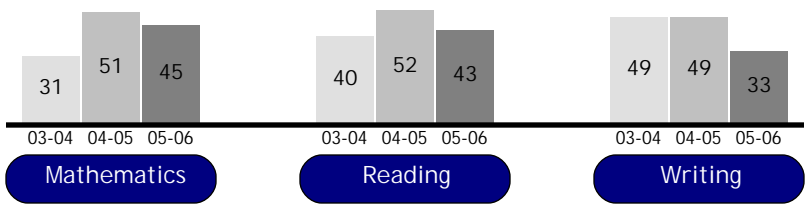
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

### Glossary:

#### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

#### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

#### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

#### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

#### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	89	29	NA	58	98	33	30	47	100	28	24	46
	Language	91	23	28	50	98	35	34	47	100	25	28	48
	Mathematics	92	44	37	64	98	37	34	50	100	27	30	52
3	Reading	100	27	NA	55	96	27	28	44	95	25	24	46
	Language	100	34	40	61	96	28	32	44	100	27	28	46
	Mathematics	100	29	40	61	96	44	43	51	100	37	39	52
4	Reading	94	39	NA	56	98	38	34	48	100	37	34	52
	Language	99	35	34	52	98	40	38	49	100	37	37	52
	Mathematics	99	38	39	61	99	42	42	53	100	43	44	58
5	Reading	94	33	NA	55	98	38	38	50	99	34	37	56
	Language	96	32	36	49	98	39	40	50	100	32	35	54
	Mathematics	96	43	48	63	98	41	43	49	99	34	39	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

## Council Duties

- Ü School Safety
- Ü Student Achievement
- Ü Parent/Educator Partnership
- Ü Instructional Programs/Strategies
- Ü Parent Involvement

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	57.00
Other Professional Staff	1.00	Teacher Aide	5.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	24	3	0	0
4 to 6 years	6	2	0	0
7 to 9 years	1	2	0	0
10 or more years	11	8	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	50
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

## Special Facilities

- Ü Technology: Mobile Laptop Lab
- Ü Responsible Thinking Classroom
- Ü Library

## Extracurricular Activities

- Ü Academic Intervention Classes
- Ü Student Council
- Ü Track
- Ü Chorus
- Ü Intersession Lab Schools

## Social Services

- Ü Breakfast Program
- Ü After School City Parks Program
- Ü RTC Interventions
- Ü Full Time School Psychologist
- Ü Student Dental Program
- Ü Full Time Registered Nurse

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- Ü Ongoing, weekly staff development in the content areas. Teacher learning supported by embedded staff development, coaches and language acquisition teachers
- Ü Afterschool intervention program is provided to meet student needs in order to achieve high academic standards for all students.
- Ü Implemented the Responsible Thinking Process and Classroom to maintain safe learning environment for students and staff.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	93	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Use of the Responsible Thinking Program, teaching students to be responsible for their behavior. All visitors report to the office. School Resource Officers are available as needed. Crisis plans are in place if needed. The administrators are visible and actively engaged with students. Local police and fire departments have initiated safety programs for Davidson students.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Jodi Bernhardt	(623) 691-1500
Transportation Policy	Henry Meza	(623) 691-4095
Community Resources	Irene Rivera	(623) 691-1900
School Nutrition Programs	Lorena Ramirez	(623) 691-1500
Parent Organization	Brenda Delgado	(623) 691-1501
Student Health/Nurse	Juleen Barth	(623) 691-1500

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.